

Robinson Elementary School

WELCOME

S
H
A
P
E

Safe

Honest

Accountable

Peacemaker

Excellence

Mission

Robinson Early Literacy Academy provides a safe, caring, and positive environment with high expectations for all learners. Instructional practices are anchored in the Indiana Academic Standards, Anderson Community School Corporation curriculum, and adopted instructional materials. Instruction is informed by ongoing assessment data, considers individual student need for differentiation, connected to the real world, and is culturally responsive.

Beliefs

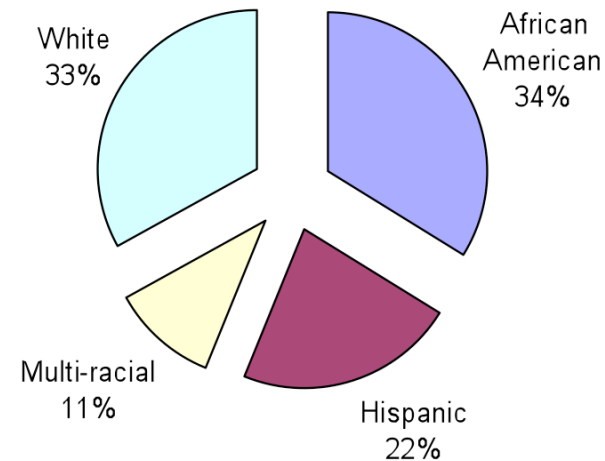
1. All students will learn.
2. All staff members strive for excellence in instruction, collaborate with peers, and constantly strategize ways to raise levels of student achievement.
3. All students strive for excellence in learning.
4. All students and staff members foster positive relationships and promote a school community that values the diversity, civility, and respect.
5. All students and staff members demonstrate behavior that reflects the six pillars of Character Counts (*Trustworthiness, Respect, Responsibility, Fairness, Caring, Citizenship*).
6. Students, staff, parents, patrons, the district, and the community support the implementation of school improvement plans (*Restructuring and PL 221/SIP/SWP*).

Robinson Early Literacy Academy 2008-2009

**10 Kindergarten
Classrooms**

8 First Grade Classrooms

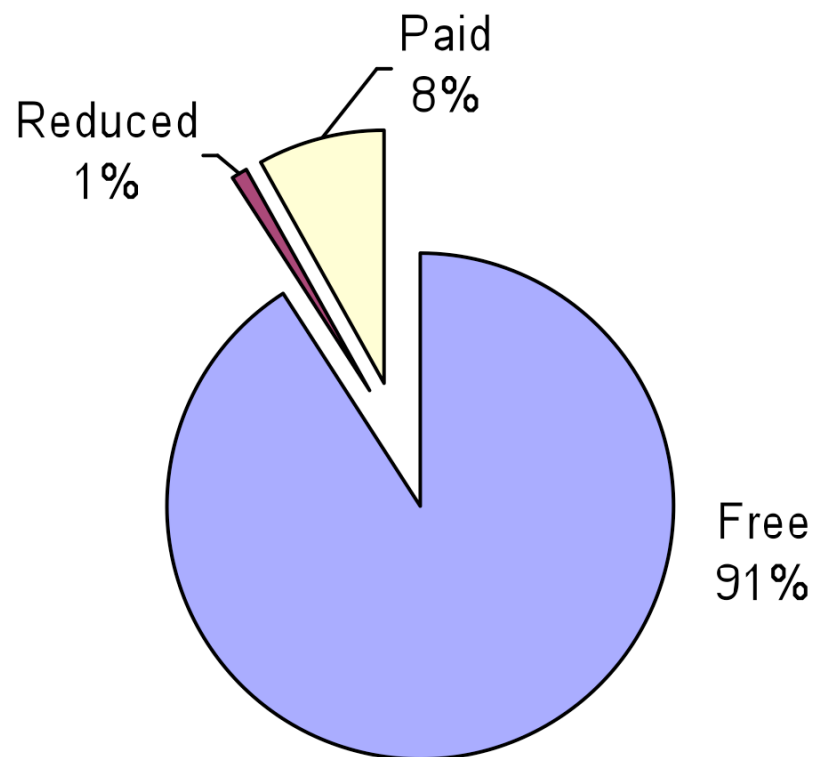
**7 Second Grade
Classrooms**



410 Students

Robinson Early Literacy Academy

Free/Reduced Lunch Rate



Getting to Know our Students

- **Talk to every parent by the end of the second week of school either in person or on the telephone.**
- **Talk to the child (nothing about school allowed during these talks) either one on one or in small group during the first week of school.**
- **Identify and make a note of something unique about each child during the first two weeks without using oral communication.**
- **Give the entire class something positive to hang onto right away. This year it's a chant.**
- **Become a FAMILY**
- **Student Inventories**
- **Kindergarten Home Visits**

Helping Teachers Build Cultural Awareness

Meeting the Needs of English Language Learners in the Mainstream
Classroom Staff Training

Local Equity Action Development Project (LEAD)

Building Classroom Communities, David A Levine (Book Study)

A Framework for Understanding Poverty, Ruby Payne

Positive Behavior Support Training and Implementation (INSIG)

Data Wall

- Academic
- Behavioral

Helping Students Build Cultural Awareness

Community Circle

Second Steps

Peacemakers

Character Counts

Art and Music Multicultural Themes

Learning within the context of culture

- **Vary teaching strategies**
- **Use cooperative learning especially for material new to the students**
- **Assign independent work after students are familiar with concept**
- **Use role-playing strategies**
- **Provide various options for completing an assignment**
- **Bridge cultural differences through effective communication**
- **Teach and talk to students about differences between individuals**
- **Show how differences among the students make for better learning**
- **Attend community events of the students and discuss the events with the students**

How we are working to become more responsive to the role culture plays in instructional planning.

- *Scaffold the Students' Learning through Instruction, Modeling, Guided Practice, and Independent Practice

- *Provide opportunities for collaborative work and partnerships

- *Incorporate movement, student choice, short breaks, and variety for student engagement

- *Use songs, rhythms, and rhymes to teach curriculum

- *Create visual aids and games to meet the needs of a variety of learners

- *Differentiated Instruction

How we are working to become more responsive to the role culture plays in behavioral planning.

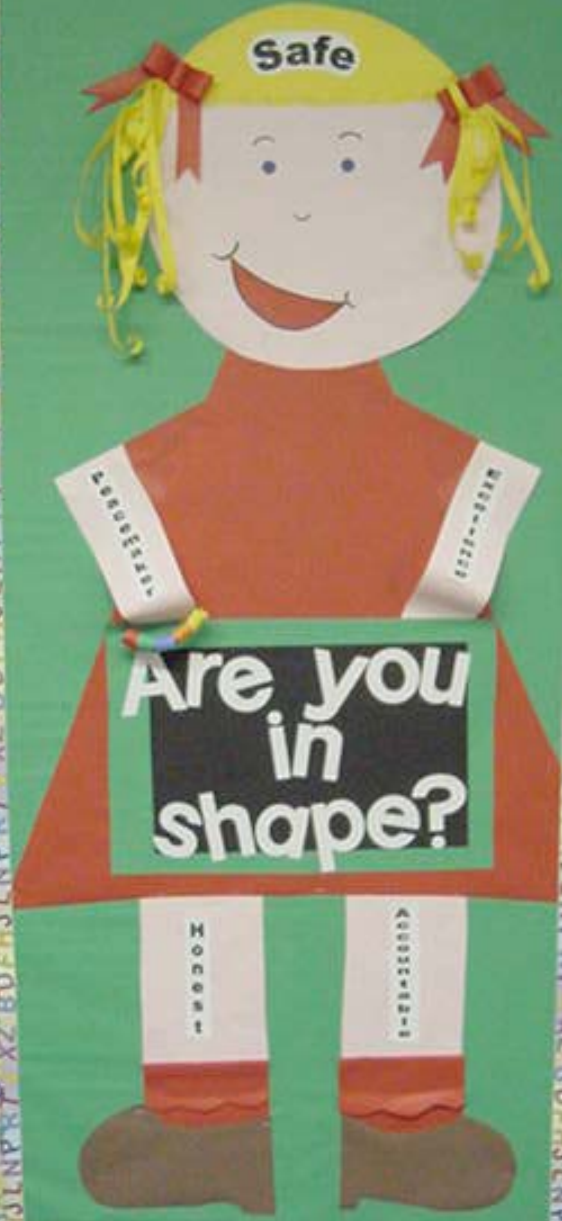
- Teach, model, role-play, and review expectations and procedures
Positive Behavior Support Program
- Focus on community building
- Community Circle with Daily Themes
- Word of the Week
- Community Share Time
- Student Spotlight
- Second Step
- Social Skills Curriculum
- Appreciation Day
- Power of Five
- Recognition for Positive Behavior: Compliment Chain, Tallies, Shape \$, Treasure Box

Positive perspectives on parents and families

- Classroom newsletters
- Monthly parent meetings (10 a.m., 1 p.m. ,6 p.m.)
- School Interpreter
- PALS Leadership Academy
- School Social Worker
- School Leadership Team
- Partnership with Center for Mental Health

Communication of high expectations

- Monthly parent meetings (Interpreter Provided)
10 a.m. ,1 p.m.,6 p,m.
- Student Goal Setting (NWEA)
- College Mentors for Kids
- Staff Goal Setting
- Grade Level Collaboration Meetings



2008 1 18

Positive Behavior Support

Introducing, modeling, and reinforcing positive social behavior is an important part of a student's educational experience.

Teaching behavioral expectations and rewarding students for following them is a much more positive approach than waiting for misbehavior to occur before responding. The purpose of school-wide PBS is to establish a climate in which appropriate behavior is the norm.

What are the steps involved in setting up a school-wide system of discipline?

- **Establish a school-wide leadership or behavior support team to guide and direct the process. This team should be made up of an administrator, grade level representatives, support staff, and parents.**
- **Secure administrator agreement of active support and participation.**
- **Secure a commitment and agreement from at least 80% of the staff for active support and participation.**
- **Conduct a self assessment of the current school-wide discipline system.**
- **Create an implementation action plan that is based data based decision making.**
- **Establish a way to collect office referral and other data on a regular basis to evaluate the effectiveness of school-wide PBS efforts.**

Challenging Behaviors Reported by Schools

- Noncompliance
- Insubordination
- Disrespect
- Lack of cooperation
- Lack of preparation
- Absence
- Truancy
- Tardiness
- Apathy
- Fighting
- Aggression
- Bullying
- Harassment
- Inappropriate Language
- Verbal Abuse
- Excessive crying
- Social withdrawal

(Sugai and Horner, 2005)

What happens when we teach kids expectations and procedures?

80% of Students are successful

15% of Students need extra assistance

5% of Students need intensive interventions

Three Tiered Model of School Supports

Academic Systems

Tier 3: Intensive, Individual Interventions

Individual Students
Assessment-based
High Intensity
Of longer duration

Tier 2: Targeted Group Interventions

Some students (at-risk)
High efficiency
Rapid response

Tier 1: Universal Interventions

All students
Preventive,
proactive

1-5%

5-10%

80-90%

Behavioral Systems

Tier 3: Intensive, Individual Interventions

Individual Students
Assessment-based
Intense, durable procedures

Tier 2: Targeted Group Interventions

Some students (at-risk)
High efficiency
Rapid response

Tier 1: Universal Interventions

All settings, all
students
Preventive, proactive

1-5%

5-10%

80-90%

Students

Positive Behavior Support

How we got started:

- Fall 2007 we formed a committee consisting mainly of School Community Intervention Team Members and LEAD Team Members
- The entire staff brainstormed **CORE** expectations at a monthly staff meeting.

CORE EXPECTATIONS

Team Building

Respectful

Safe

Trustworthy

Problem Solver

Kind

Character

Accountable

Responsible

Honest

Personal Best

Active Listeners

Choices
Empathy

Excellence

Peacemaker

Personal Best

Truthful

Fair

Caring

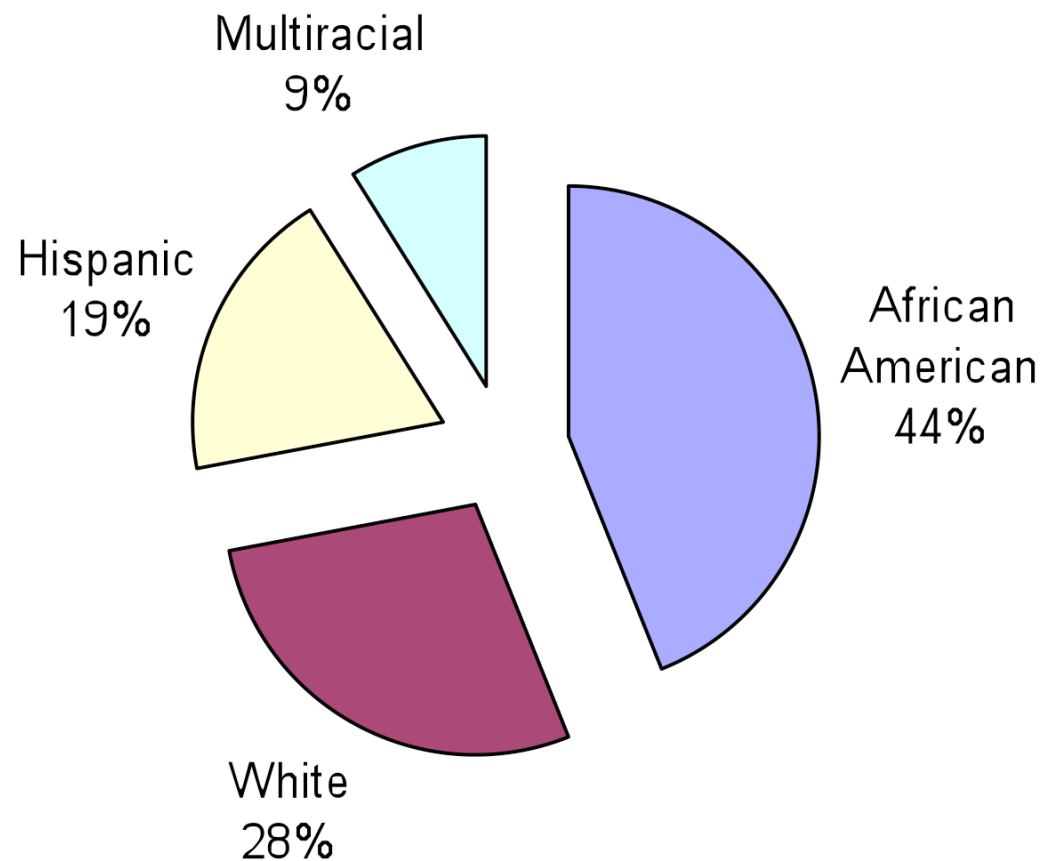
Proud

Working together

Positive Behavior Support

- Worked with Anderson Elementary to develop our school wide expectation.
- Staff vote (S.H.A.P.E)
- Team started developing lesson plans and expectations for different areas throughout the building (hallway/restroom/bus/cafeteria/etc.)
- Staff presentation on PBS and introduction of S.H.A.P.E.

2007-2008 Robinson Elementary



450 Students

Behavior Data
1st Semester 2007-2008 School Year
Averaged 6.35 referrals per day

Major Infractions

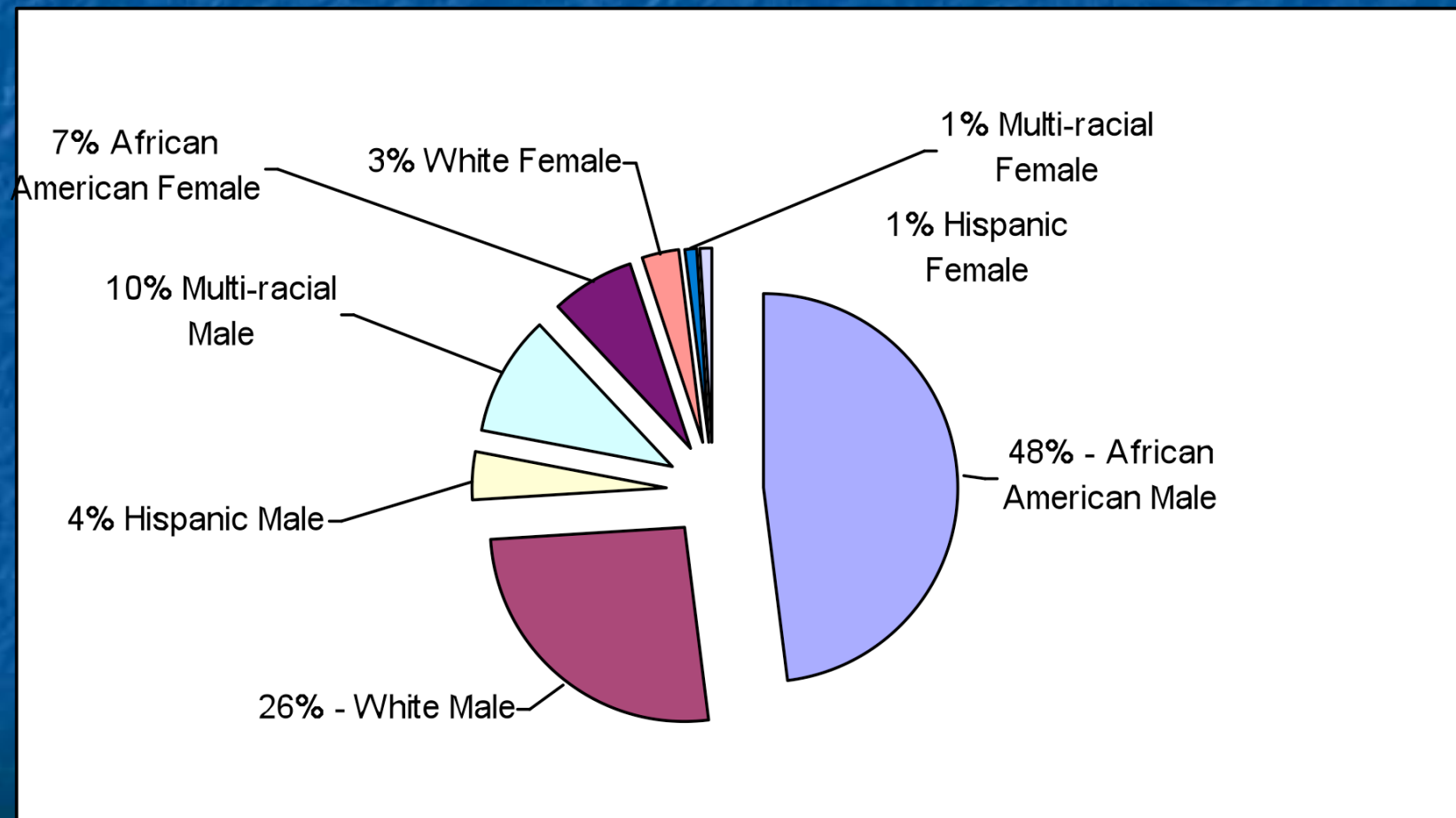
- Bus Misconduct
- Fighting
- Disruptive Behavior
- Insubordination

Locations

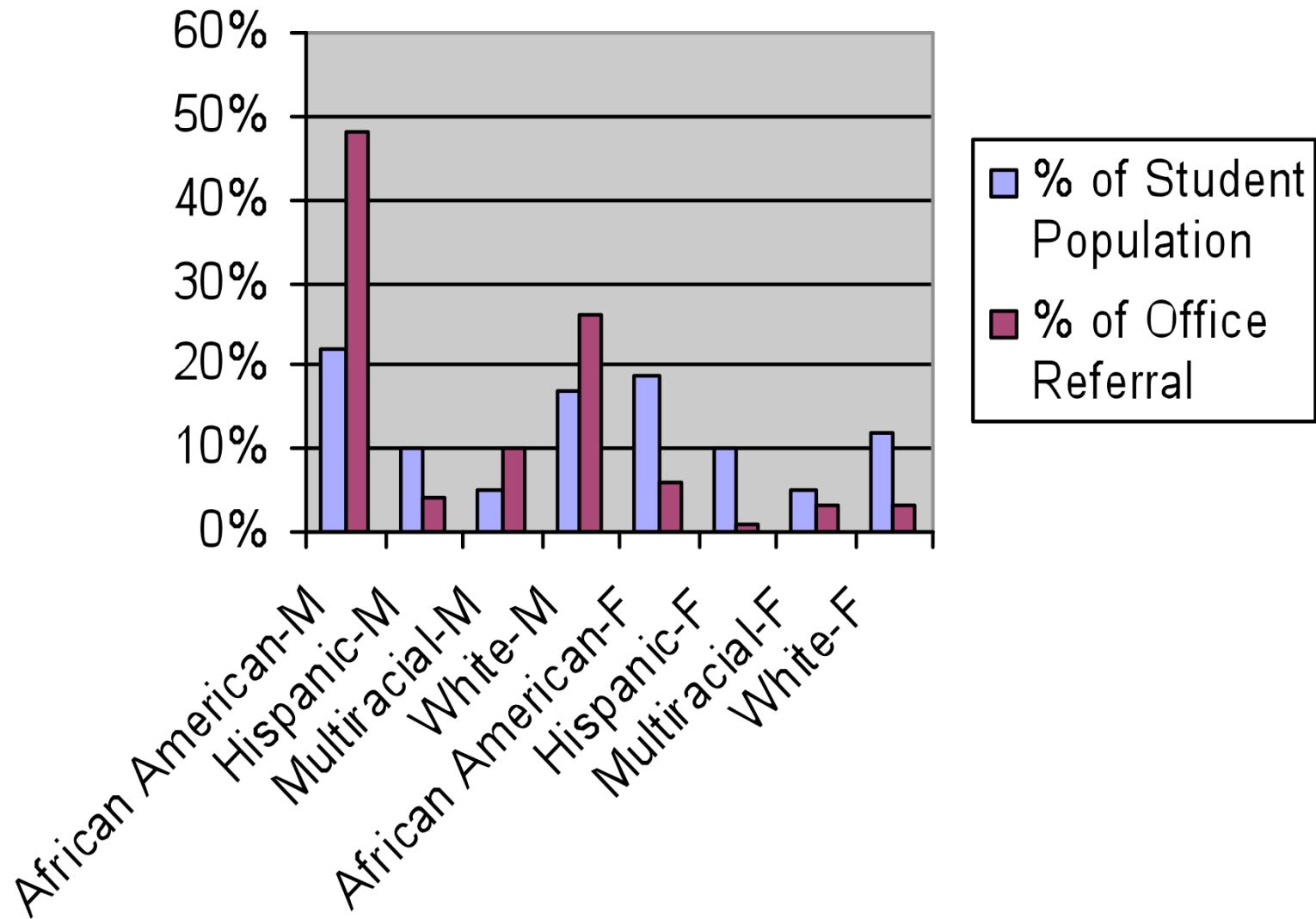
- Bus
- Hallway
- Restroom
- Classroom

2007-2008 Office Referral Data

Racial/Gender Breakdown



% of Student Population vs. % of Office Referrals



Development of Specific Lesson Plans

HALLWAY EXPECTATIONS AND PROCEDURES

Setting:	Safe	Honest	Accountable	Peacemaker	Excellence
Hallway	In a straight line and behind Walk on the right side	Straight to Destination	Hold your hands Keep eyes forward	Keep Personal Space	Being in SHAPE Level 0 Voice

Lesson Plan

TEACHABLE

ACKNOWLEDGABLE

OBSERVABLE

RESTROOM PROCEDURES

Setting:	Safe	Honest	Accountable	Peacemaker	Excellence
RESTROOM	Walking Feet	Get In Do your business Get Out	The Magic One	Keep Personal Space	Being in SHAPE Level 0 Voice

Lesson Plan

TEACHABLE

ACKNOWLEDGABLE

OBSERVABLE

Leveled Behaviors

Level I Behaviors

Definition	Behaviors	Possible Consequences
<p>Behaviors that...</p> <p>do not require administrator involvement</p> <p>do not significantly violate the rights of others</p> <p>do not appear chronic</p>	<p>If student...</p> <ul style="list-style-type: none"> -shows passive off-task behavior -doesn't pay attention or isn't listening -talks out of turn -rocks, tilts, or falls out of his/her seat -does not follow directions -talks to neighbors without permission or distracts others -has a poor attitude, is rude or has inappropriate tone or volume -teases other children -cries -making inappropriate noises -running -passive inappropriate language -Does not accept responsibility quickly and/or appropriately 	<p>Teacher may choose to...</p> <ul style="list-style-type: none"> -Give visual, or non-verbal or physical prompt -Move closer to the student -Redirect student -Move the student to another seat in the classroom -Ask the student to apologize to the class -Ask the student to walk at recess -End the activity for that student -Review leveled voice system -Remind student to get into SHAPE -Recognize students making good choices -Catch the misbehaving child making good choices -Private conversation -Time-out in classroom -Teach appropriate behavior/wanted behavior

Level II Behaviors

Definition	Behaviors	Possible Consequences
<p>Behaviors that...</p> <p>significantly violate the rights of others</p> <p>or</p> <p>put others at risk or harm</p> <p>or</p> <p>are chronic Level One behaviors</p> <p>or</p> <p>require administrator Involvement</p>	<p>If student...</p> <ul style="list-style-type: none"> -Exhibits chronic Level 1 behaviors -Shows passive or active defiance -Lies -Cheats -Argues with the teacher or talks back -Engages in inappropriate physical contact. For example, play fighting, pushing or poking -Throws objects -Aggressive Inappropriate language 	<p>Teacher may choose to...</p> <ul style="list-style-type: none"> -Take privileges away from student -Have student model the appropriate behavior -Send student to time-out in another classroom (10 mins.) -Send a letter home or make a phone call home -Initiate a student/parent/teacher conference -Make a behavior plan for a student -Recommendation for School Social Worker

Level III Behaviors

Definition	Behaviors	Possible Consequences
<p>Behaviors that...</p> <p>violate district policies</p> <p>or</p> <p>violate state and/or city policies or laws</p> <p>or</p> <p>are chronic Level Two behaviors</p> <p>or</p> <p>require assistance beyond</p> <p>or</p> <p>require administrator involvement</p>	<p>If student...</p> <ul style="list-style-type: none"> -Displays continued or more intense Level II behaviors -Does not follow directions and is showing continued defiance -Swears -Physically hurts another child -Exhibits harassing or bullying behavior -Steals -Displays dangerous behavior or throws things -Destroys or vandalizes school property -Throws a fit -Bullies or threatens other students 	<p>Teacher may choose to...</p> <ul style="list-style-type: none"> -Office referral -Recommend SCI Team Meeting -Write a formal behavior plan for the student -An Administrator assigns the student an In-school suspension -An administrator assigns the student an Out-of-School Suspension

S.H.A.P.E. Hallway Expectations



Hallway S.H.A.P.E Expectations



Restroom S.H.A.P.E. Expectations



Restroom S.H.A.P.E. Expectations



Restroom S.H.A.P.E. Expectations



S.H.A.P.E. CASH BOXES



S.H.A.P.E.



GET CAUGHT
IN A
GOOD BOOK



S.H.A.P.E. CASH WINNERS





Hallway Procedures



1. Hold your hands, eyes forward



2. Walk right, straight line & behind



3. Keep personal space.



4. Straight to destination



5. In SHAPE, level 0 voice

Classroom Expectations

SHAPE Expectations	Safe	Honest	Accountable	Peace Maker	Excellence
Expected Behaviors in our Classroom	<ul style="list-style-type: none"> *Walking *Play with recess materials outside *Keep personal space *Look around you when you are walking *Be careful with scissors and other materials *Always sit with 4 chair legs on the floor 	<ul style="list-style-type: none"> *Be nice to each other *Use nice words *Always tell the truth *Be responsible *Do your own work *Be respectful 	<ul style="list-style-type: none"> *Think and do for yourself *Keep personal space *Listen to the teacher or whoever is talking *Turn in your work 	<ul style="list-style-type: none"> *Be a peaceful problem solver *Talk about problems *Work it out with words *Share *Be kind to others *Be honest 	<ul style="list-style-type: none"> *Do your best! *Do your work and get good grades *Earn and turn in Warrior/SHAPE Cash *Be in SHAPE!!

LET'S STAY IN SHAPE

SHAPE

Safe

Honest

Accountable

Peacemaker

Excellence

Soria	Sari	Kimberly	Angelina	Melissa	Naomi	Jakob	Roni
Elina	Sally	Nancy	Amanda	Ramon	Angel	Kennedy	
Diamond							



Noise

**Level
0**

**Level
1**

**Level
2**

ALDWELL

MRS. STEPHENSON

Safe

Honest

Responsible

Peaceful

Respectful

SECOND GRADERS
PLEDGE TO STAY IN
shape!

William

Savi

Nancy

Kedne

Se Lvis as hope

Ken

Marcus

Roni

Ben

Miss Cope

JAKOB

Angelio

Ansel

Noah

William

Maria





Expectations

Expected

Student

Behavior

Safe

Walking feet
Keep feet on floor
Push in your chair
All 4 on the floor

Honest

- Tell the truth
- Ask for help
- Respect other people's property

Accountable

Follow directions
Do your own work
Hands to yourself
You are in charge of you

Peacemaker

- Be a friend
- Walk away
- Use your words
- Solve problems peacefully

Excellence

- Stay in SHAPE !
- Do your Best !

SHAPE



S Safe

H Honest

Getting the Year Started!

- Staff Retreat
- Special Area Teachers Taught S.H.A.P.E. lessons to students the first week of school.
- Teachers provided follow-up and booster lessons when needed.

Classroom Expectations

Good Choices:

1. Be on task
2. Follow directions
3. Be kind

Four Choices:

1. Listening
2. Out of seat
3. Interrupting
4. Disrupt
5. Making Others

Consequences:

Green: Reminder

Green: Warning

White: Timeout

Yellow: Out with parent

Orange: Out of class

Red: Out of school

Claudia

Layla

Tia

Christopher

Lupita

Chloe

Myra

Trinity

1st Semester 2007-2008 School Year

Averaged 6.35 referrals per day

Current Data

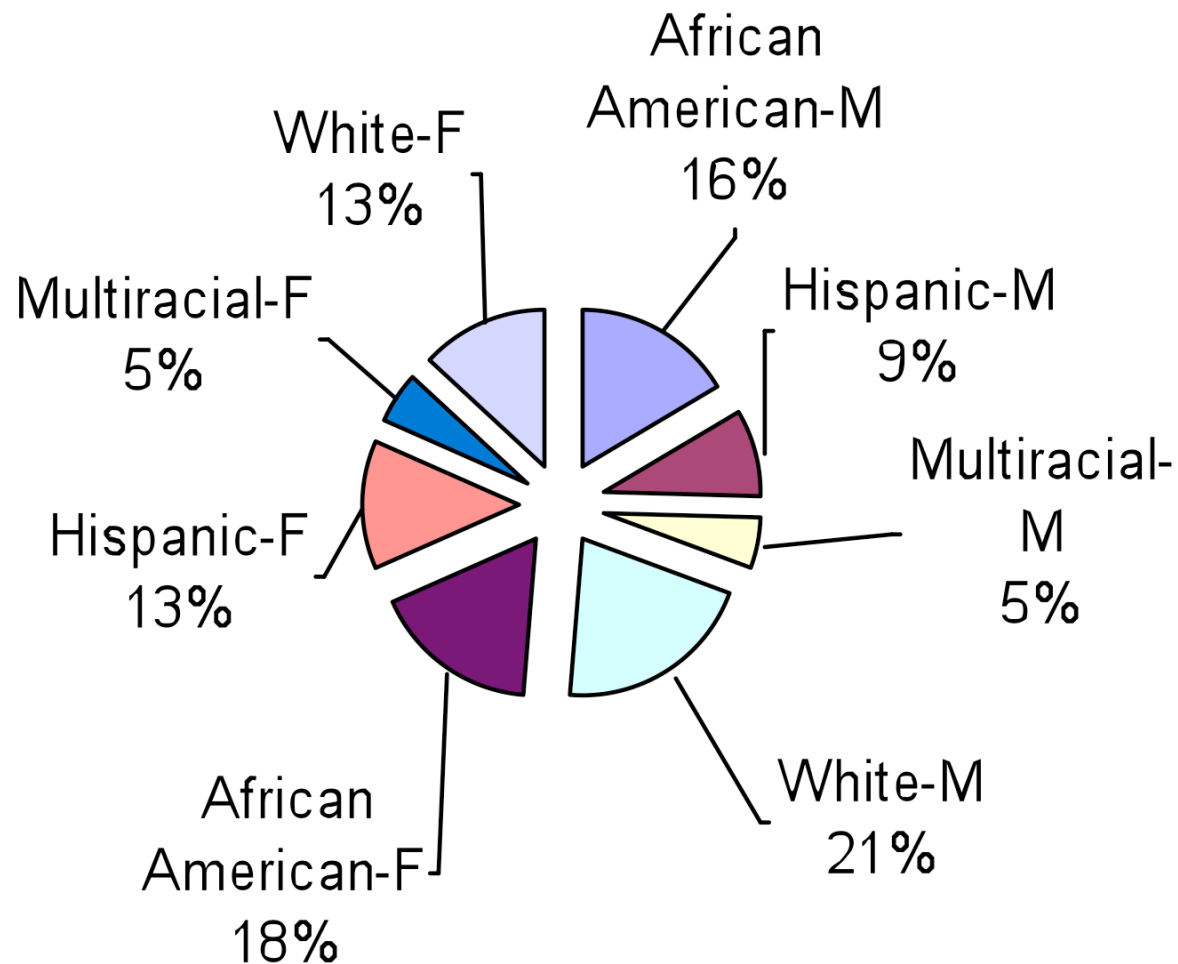
Full Implementation of School Wide Positive
Behavior Supports

2.6 Referrals per day!

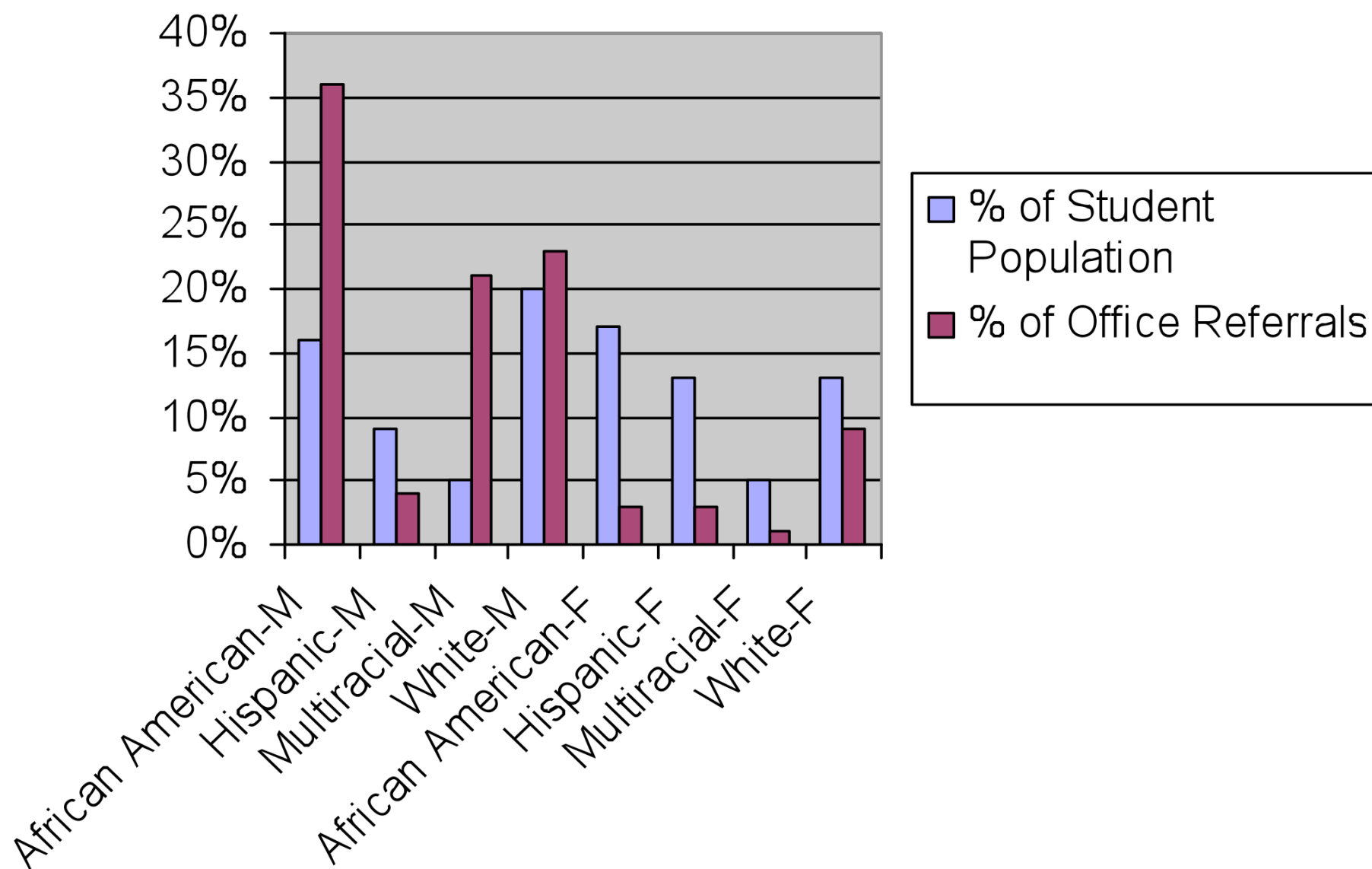
1.2 Bus Referrals per day!

1.4 Building Referrals per day!

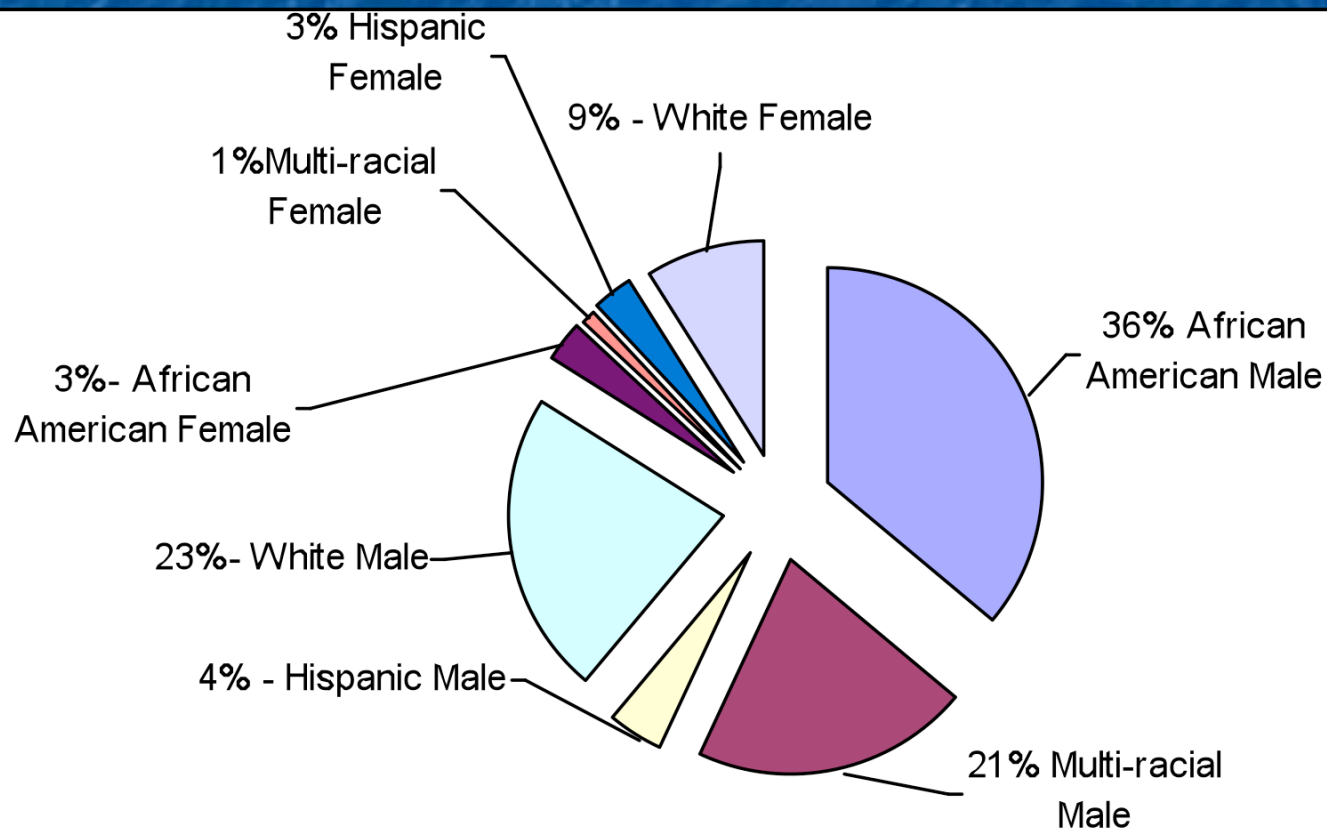
2008-2009 Ethnic/Gender



% of Student Population vs. % of Office Referrals

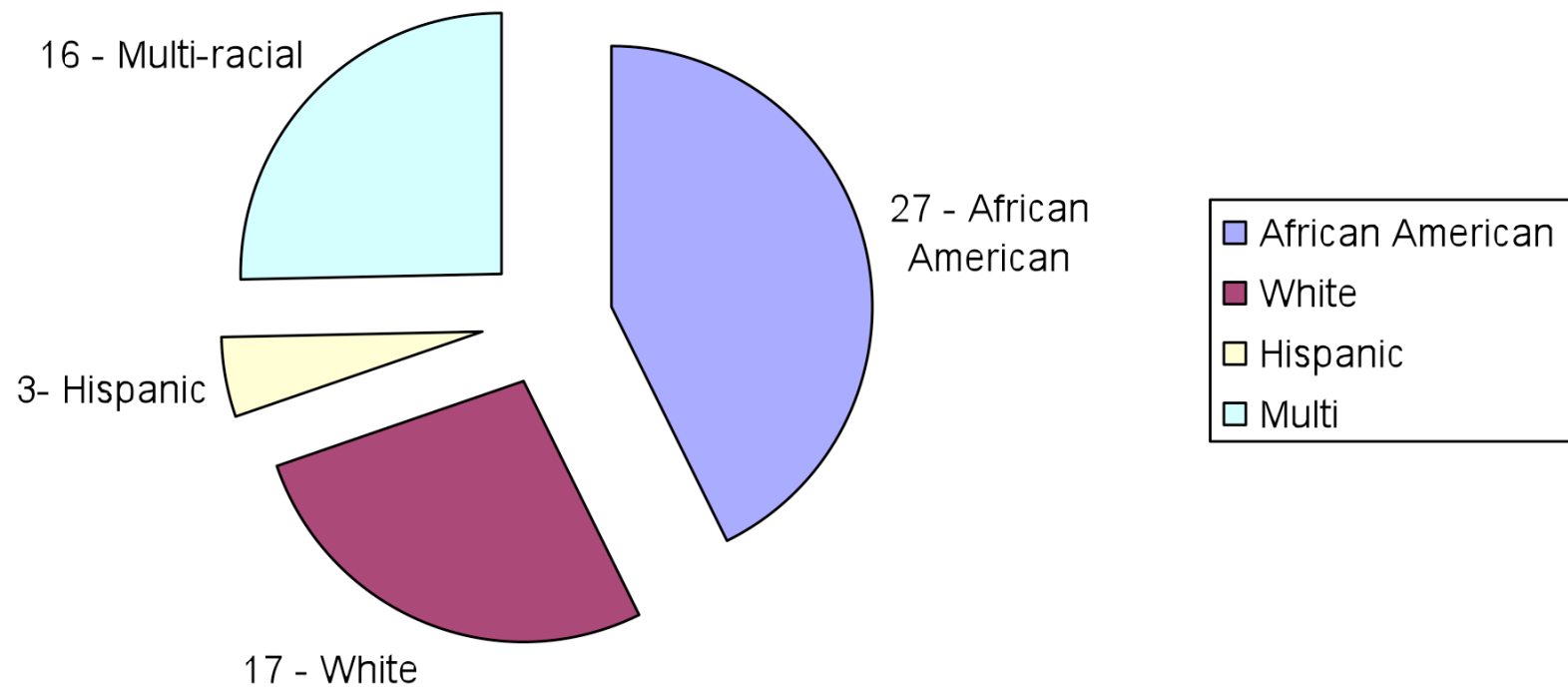


2008-2009 Office Referral Data Ethnic/Gender Breakdown



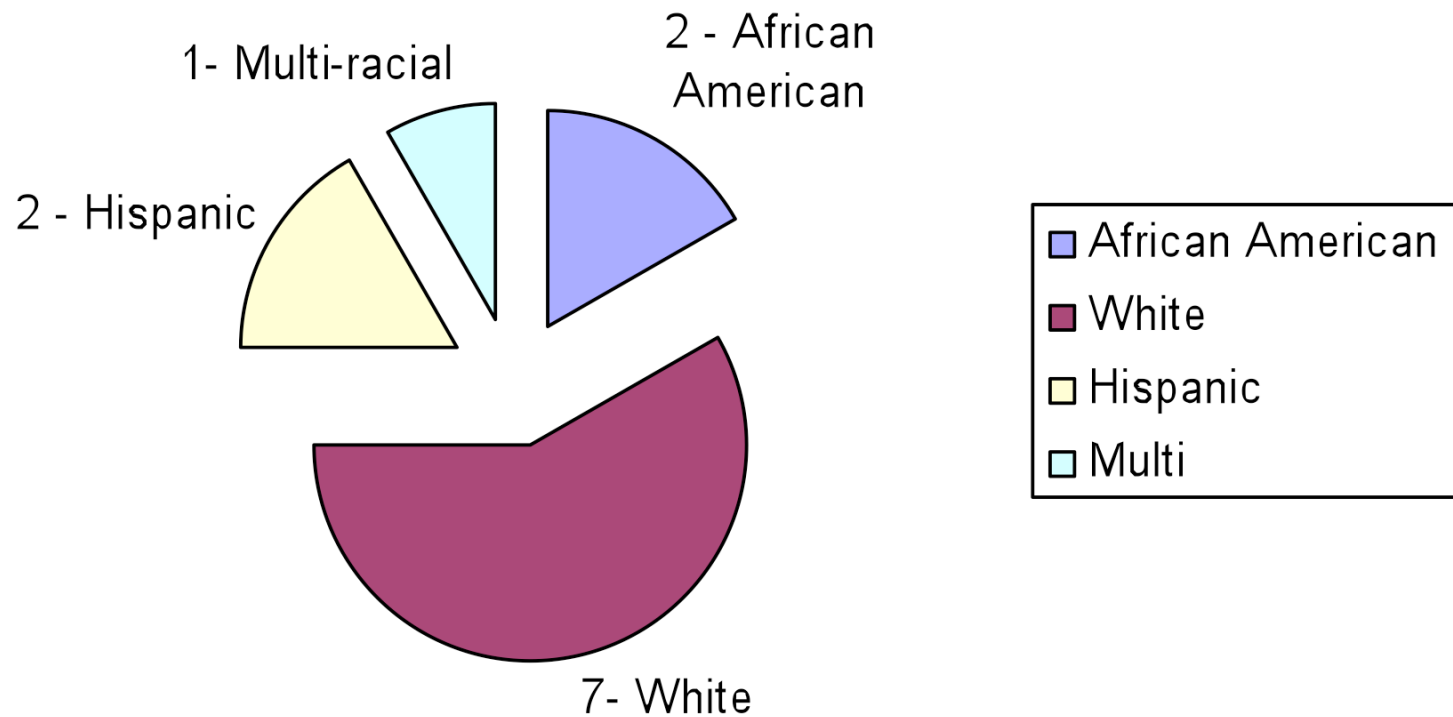
CURRENT DATA

Number of Male Referrals - 63

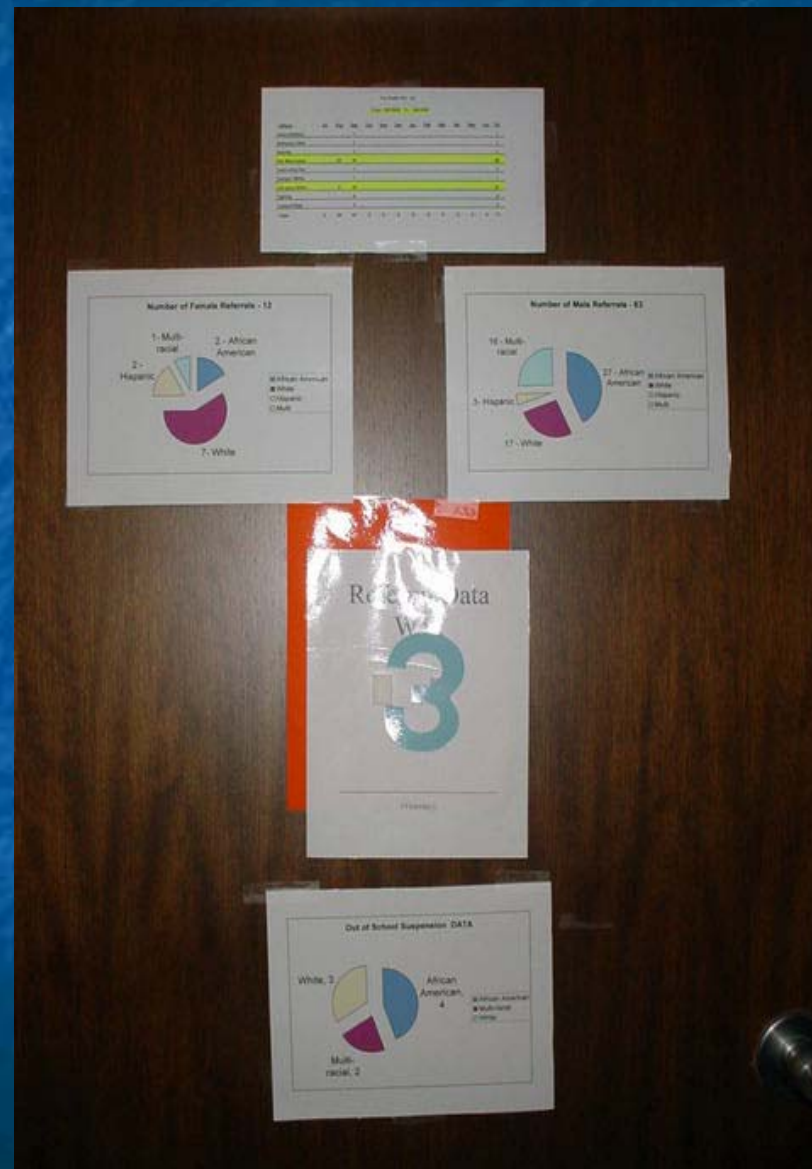


CURRENT DATA

Number of Female Referrals - 12



Behavior Data Wall



Striving for Cultural Competence...

- PBS will conduct a Staff Cultural Self-Assessment
- Staff Discussion/Professional Development based off of Cultural Self-Assessment
- Behavior Data Analysis
- Family Involvement Activities
- Student round tables

Contact Information

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